DOCUMENT RESUME

ED 277 866 CE 046 114

AUTHOR Fellenz, Robert A.; Conti, Gary J.
TITLE Personal Assessment Guide and Learning Plan for Adult Basic Education Teachers. From Theory to Practice.
PUB DATE 85
NOTE 5p.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Journal Articles (080)
JOURNAL CIT Adult Literacy and Basic Education; v9 n3 insert 1985

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Basic Education; *Adult Educators; *Independent Study; *Performance Contracts; *Professional Development; *Self Help Programs; Teacher Improvement; Worksheets
IDENTIFIERS Knowles (Malcolm S)

ABSTRACT

This worksheet is intended to assist adult basic education teachers in organizing personal learning projects. Based on the learning approach advocated by Malcolm Knowles and a teacher training model developed through Project ACT, the worksheet includes information on the attributes of good teachers and development of a contract for self-directed learning. The following five major attributes of successful teachers are discussed: knowledge of adults as learners, knowledge of adult education principles, knowledge of content, knowledge of self, and display of critical helper behaviors. The second section describes a procedure for developing a self-directed learning plan calling for (1) assessing oneself in comparison with the aforementioned ideal attributes, (2) outlining a personal plan for making desired changes, (3) implementing the plan, and (4) periodically evaluating individual progress and modifying the learning plan accordingly. A sample check sheet for use in assessing personal attributes and developing an appropriate self-improvement plan concludes the document. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED277866

ADULT LITERACY and BASIC EDUCATION
Volume 9, Number 3, 1985

FROM THEORY TO PRACTICE

PERSONAL ASSESSMENT GUIDE AND LEARNING PLAN FOR ADULT BASIC EDUCATION TEACHERS

Robert A. Fellenz
Gary J. Conti

Introduction

One of the distinguishing characteristics of adult basic education is its strong emphasis on staff development. Although these activities are often group activities, teachers can also conduct self-directed learning projects to obtain continued professional growth. The following worksheet can be used to organize personal learning projects. It is based on the learning contract approach advocated by Malcolm Knowles and a teacher training model developed through Project ACT. Special credit goes to Sheila Schroeder Knapp who adapted this model and worksheet for *Learning Modules for Adult Educators*.

Teacher Attributes

Several years ago, Colorado State University produced a slide/tape presentation as part of Project ACT. While there is not one best way to teach, the following were suggested as five major attributes to help teachers of adults develop successful instructional strategies and classroom interaction patterns.

1. *Knowledge of adults as learners.* Adults enter learning activities for a variety of reasons and have diverse experiences which can be valuable learning resources. Each has unique personal social and physical characteristics that must be considered.
2. *Knowledge of adult education principles.* Because of the distinct needs of each adult learner, teaching

---

ROBERT A. FELLENZ, professor, and GARY J. CONTI, assistant professor, are with the Interdisciplinary Education department at Texas A&M University, College Station, Texas.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

G Conti

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 046114

strategies must be based on the knowledge of the adult learner. These include such things as the use of groups, clear visual aids, and self-paced learning.

3. *Knowledge of content.* Teachers must understand the material at a conceptual as well as the factual level. They should be able to present the material in a variety of ways that are meaningful to the learner.
4. *Knowledge of self.* Teachers need to be aware of their personal views of learning, views of people, and academic strengths to be a resource for learners.
5. *Display of critical helper behaviors.* In order to create a successful learning atmosphere, teachers must honestly radiate respect, empathy, and genuiness. These are displayed through such things as nonverbal behavior and careful listening.

A Personal Plan

Knowles promotes using learning contracts for self-directed learning activities. This approach basically calls for personally assessing learning needs, stating learning objectives, identifying (either individually or with help) possible learning resources, and defining a potential plan for evaluating the project. With such a plan, the learner knows (a) what needs to be learned, (b) how to get started, and (c) when it will be completed.

The Personal Assessment Guide and Learning Plan is such a learning contract. To use it:

1. Assess yourself in comparison to the list of "ideal" attributes. Give yourself a numeric rating and jot down comments concerning your rating.
2. Outline a personal learning plan that you could follow to make desired changes. You may wish to discuss your plan with your training director, your supervisor, or another colleague. They may be able to direct you to additional helpful training resources.
3. Implement your learning plan.
4. Periodically evaluate your progress. Modify and develop new plans as needed.

This format is flexible. Future learning projects can substitute other topics for the items in the first column of the chart. Teams may be organized to work on a similar topic. Once completed, the outcomes of individual learning projects can be shared at the traditional staff development meeting either in informal discussions or in formal presentations.

PERSONAL ASSESSMENT GUIDE AND LEARNING PLAN					
Ideal Attributes Of Successful Teacher	Comparison Of My Competencies To Ideal[a] (Comments)	State Learning Goals	List Learning Resources (Human, Literary, AV, Other)	Time To Complete	Evaluation (How, When By Whom?)
Knowledge Of Adults As Learners					
Knowledge of Adult Education Principles					
Knowledge Of Content					
Knowledge Of Self					
Display of Critical Helper Behaviors					

[a]Use the rating scale of 1 to 5 with 1 = Low and 5 = High.